

**Core Question 3: Is the organization effective and well run?**

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the overall effectiveness of the organization. Core Question 3 consists of three indicators designed to measure schools on leadership ability and communication, school level operations, turnaround operator management and facilities.

<b>3.1. Is the school leader strong in his or her academic and organizational leadership?</b>		
<b>Indicator Targets</b>	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators with no evidence of a credible plan to address the issues.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.
<b>3.1 Rating</b>	The school leader <u>Meets Standard</u> on this indicator for 2013-14.	
<b>Sub-Indicators</b>	<b>Sub-indicators</b>	
	Demonstrates sufficient academic and leadership experience	
	Has stable leadership in key administrative positions	
	Effectively communicates with school staff, has clear systems for decision-making and addresses areas of deficiency in a timely manner in accordance with requirements set forth by OEI	
	Abides by all policies, rules and regulations including all applicable federal and state laws	
	Has established clear roles and responsibilities among school staff	
	Engages in continuous process of improvement and makes mid-course corrections if needed	
	Effectively communicates the school's mission and vision to both internal and external stakeholders	

Informs and consults with the school's turnaround operator on key matters impacting the school and fosters a culture of shared accountability.

As the principal of Arlington High School, Ms. Alicia Hervey brings several years of experience and expertise in education. As a former teacher and administrator, Ms. Hervey has several years of classroom teaching experience both domestically and internationally. She displayed solid organizational and leadership skills, effectively communicated school staff and members of her administrative team, and created a culture of shared accountability amongst school level staff

Ms. Hervey worked to ensure there were clear systems for decision-making and that areas of deficiency were addressed in a timely manner. She regularly utilized data to make data-driven decisions and encouraged staff as well as students to strive for continuous improvement. She was always receptive to feedback from OEI and was proactive in her approach to improve upon existing systems and processes within her locus of control

Ms. Hervey effectively communicated with the Tindley Accelerated's Chief of Staff, Ms. Tiffany Kyser. While there was effective communication between Ms. Hervey and Ms. Kyser, communication could have been stronger with other network level staff in critical decision making roles. Ms. Hervey was not always aware of key decisions that ultimately impacted the school which made it challenging to effectively communicate information to teachers and staff.

Throughout the school year, Ms. Hervey made an effort to communicate with external stakeholders and efforts should continue to communicate the vision and mission of Arlington High School. The hiring of a community liaison could prove beneficial as it is critical that the school take a more proactive approach to community engagement.

At the close of the 2013-14 school year, Ms. Hervey's Assistant Principal, Mr. Paul Chin, left his position as principal to explore other career opportunities. Mr. Chin was a valuable member of the administrative team and his departure creates a level of instability. It is imperative that the operator work to find a suitable replacement to assist Ms. Hervey.

<b>3.2. Is the turnaround operator knowledgeable and abides by contract and memorandum of understanding obligations, appropriate policies, systems and processes in its management of the school?</b>		
<b>Indicator Targets</b>	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators with no evidence of a credible plan to address the issues.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.
<b>3.2 Rating</b>		

	The turnaround operator <b>Does Not Meet Standard</b> on this indicator for 2013-14.
<b>Sub-indicators</b>	<b>Sub-indicators</b>
	Effective and regular communication with school leadership
	Effective and regular communication with the Mayor's Office of Education Innovation
	Adherence to guidelines set forth in all contracts and memorandums of understanding and abides by applicable federal and state laws;
	Working with the school leader to establish clear objectives, priorities, goals and holding the school leader accountable for student achievement and performance
	Holding itself accountable for the performance of the school under its operation
	Requesting and disseminating information in a timely manner to key stakeholders including but not limited to the school under its operation, Mayor's Office of Education Innovation
	Engaging the school leader and staff in a manner that is conducive to the success of the school

Throughout the 2013-14 school year, Tindley Accelerated Schools struggled to disseminate information to the Mayor's Office of Education Innovation and the Indiana Department of Education in a timely manner. Challenges existed in the submission of compliance documentation and attendance at compliance meetings. The school was notified of such concerns in each of the quarterly assessment but presented no credible plan for correcting the challenges.

Over the course of the year, many high-stakes decisions were made by the network staff of Tindley Accelerated Schools. These decisions were not always communicated to Ms. Hervey in a timely manner. Nevertheless, Ms. Hervey attempted to communicate information in a timely manner to her to staff, students and the community.

The challenges regarding communication with staff as well as key stakeholders and no credible plan to correct said challenges that were indicated in each quarterly assessment result in the school receiving a **Does Not Meet Standard** on this indicator for 2013-14.

<b>3.3. Does the turnaround operator comply with contract and memorandum of understanding obligations, and applicable laws relating to the safety and security of the facility?</b>		
<b>Indicator Targets</b>	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators with no evidence of a credible plan to address the issues.

	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
3.3. Rating	The turnaround operator <u>Meets Standard</u> for this indicator for 2013-14.	
Sub-indicators	Sub-indicators	
	Compliance with all health and safety requirements	
	Ensures the facility is accessible to all students	
	Maintains and updates, as needed, a safety and emergency management plan	
	The facility is well suited to meet the curricular and social needs of the students, faculty, and members of the community	
	The facility is secure and provides the necessary personnel to provide a safe environment for all.	

In 2013-14, Arlington Community High School facility met all health and safety code requirements. The school was accessible to all, including people with physical disabilities. The facility was well suited to meet the curricular and social needs of staff, parents and community stakeholders.

The school had stable security with students being searched upon entry into the building. The school made adjustments to class start times to ensure that the security procedures did not delay instructional time for students. The school also implemented a plan in which grade levels were assigned to particular areas of the building making it easier to identify where students should be at all times. Therefore, the school **Meets Standard** on this indicator as they have met standard on all sub-indicators evaluated.